

Review of: "Professional Learning Communities (PLCs) for English Teachers as an Effective Alternative Framework for Professional Development"

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This is an interesting paper of some small scale research and I can see why it would be very useful for an educational community in thinking about how to best develop colleagues. However, there are many things missing from the paper - most notably, research questions, but also many other key issues so we know why the research is necessary. For example, In the introduction, it is not clear what the PLC community is or why it is more useful or effective than other models of PL. Also, what is special about the EFL teacher community that makes this change even more urgent and important? Why are EFL teachers more in need of a community than other teachers? What is their status or demographic that makes other approaches not work? Is it that they don't see themselves as fully identifiable group, but the PLC sidesteps this, since is it about a group of people sharing a concern rather than being about their shared identity? This would be a fascinating and useful discussion since there are other communities who would benefit from such a consideration. Does this means that PLC work on a what works basis? Are members like critical friends for professionals without a community? If so, what does this mean to the cohesiveness of the community or the learning basis longer term? The review of the literature is wholly positive and done from a perspective of identifying the supposed positives of the model, rather than critically evaluating it theoretically and practically. There are some interesting findings but these are not critically supported in literature, nor really add to the field in a useful sense. So very interesting and some utility, but more detail and conceptual clarity needed.